**DOCUMENT RESUME**

ED 177 541 CS 205 043

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TITLE Toward Collaboration in Program Development.
PUB DATE Mar 79
NOTE 13p.; Paper presented at the combined Annual Meeting of the Conference on English Education and Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cooperation; *Cooperative Planning; *Curriculum Development; Curriculum Planning; English Curriculum; *English Education; *Interdisciplinary Approach; Program Design; *Program Development; Program Planning; *Teacher Education

ABSTRACT

That program development for the preparation of English teachers requires the collaboration of curricularists, educational philosophers and psychologists, and content specialists is the focus of this paper. One orientation to program development is considered in a discussion of social foundations, curriculum theory and development, English education, and educational psychology. A proposal for the collaboration of specialists from these four areas is presented. (AEA)

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# Toward Collaboration in Program Development

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Certain questions have provided a focus for our continued probing into the theoretical-practical environment(s) of curriculum, its content and its perspectives in relationship to program development. What constrains schooling and what constitutes the integrity of program development? These questions lead us to propose possible collaborative endeavors among curricularists, educational philosophers, educational psychologists, and content specialists--in this case, English. We postulate that program development for the preparation of teachers requires such collaboration.

What might bring curriculum, social foundations, educational psychology and English Education into a forum for discussion? Is each area independently concerned with developing proposals for the preparation of teachers? Or does each area present so many diverse points of view that its very existence is called into question? We submit that each area is preoccupied with its own individual proposals and survival.

This does not imply that there is no collaboration today: clearly, there are attempts at collaboration. However, we question collaboration that fails to adequately take into

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account different viewpoints within fields of study. We also question collaboration that is based on self-serving accommodation alone.

If each field is characterized by a lack of internal agreement, collaboration with other fields is not possible. If a scholar of one orientation cannot address a colleague of another persuasion, collaboration is not possible, because they have not addressed the question of what makes one orientation different and distinct from the other. Can scholars who represent competing points of view develop proposals that capture areas of agreement and disagreement within individual fields to prevent premature translation of theoretical claims into programs for schooling?

The question -- What is curriculum and how does it relate to social foundations, educational psychology and English Education? --presupposes that the distinctive nature of each field has been addressed and its parameters determined. If the distinctive character of each field were determined, then at least the following questions could be addressed:

1) What is curriculum and how is it different from educational philosophy and educational psychology? What questions and problems characterize curriculum?

2) What is educational philosophy and how is it different from philosophy and educational psychology? If social foundations is a special case of educational philosophy, what questions and problems characterize social foundations that do not characterize educational philosophy?

3) What is educational psychology and how is it different from psychology and educational philosophy? What questions and problems characterize educational psychology?

4) What are the competing theoretical formulations that characterize English? What are the areas of agreement? Are the areas of agreement translated into English Education for the preparation of teachers of English?

This position paper postulates that consensus on questions and problems that can or cannot be addressed in each field will determine the types and kinds of collaboration possible. Let us suppose that there is agreement as to what makes one field different from another. Now consider a possible orientation to program development.

Social Foundations

Social foundations as a special case of educational philosophy, is concerned with schooling. If schooling is not family, church, or judicial system, what is it? Can the parameters of schooling be constrained? If the parameters can be addressed, does a code of ethics exist or can it be developed to facilitate the adequate functioning of schooling? If social foundations is a filtering mechanism, it can develop a description and explanation of the purpose(s) of schooling. Is the purpose of schooling vocational, political, social, intellectual? All of these? None of these? Approaching the purpose of schooling within the parameters of this proposal requires articulating a set of statements which give direction to and justify schooling and the orientation of schooling. A statement of purpose gives an orientation to the substance of program(s). If the purpose of schooling is vocational, then the content of the program must address itself to various aspects of occupational and/or career opportunities. If the purpose of schooling is political or social, then the orientation of the program would differ. For example, if the purpose of schooling is social, then our country could become the laboratory where students study the greatest accomplishments and worst failings

of our society in an effort to improve it. If the purpose of schooling is political, then students could study individual and group value orientations which tend to divide the American people into dissident groups. If the purpose of schooling is intellectual, then hypothesis formation and testing must be constrained by the core arguments that constrain the disciplines.

Curriculum Theory and Development

Let us suppose that whatever else curriculum is, it is concerned with developing, translating and testing theoretical claims for selecting and ordering content for classrooms. It makes a difference whether one uses the claims of Skinner, Tyler, or Bruner. How are these positions similar? Different? Curricular options differ in approach, magnitude, and comprehensiveness, and the power of each to cut across content areas can be supported or rejected.

Determining constraints requires working within the parameters of that curricular proposal. This orientation requires identification of a scholar's major premise and the supporting data. Are the premise and data consistent? If not, why not? If inconsistencies are identified, what proposals will lead to modification or abandonment? Curriculum specialists might identify the alternative distinctive sources that lead to criteria for selecting

and ordering content. Do these criteria have the potential to cut across a variety of content areas?

Curricularists must specifically address these questions:

1) What are the constraints of a curricular proposal?

2) Will the proposal be accepted, modified or rejected?

3) If the proposal is accepted, what are the criteria for selecting and ordering content?

4) Can the criteria be applied without destroying the integrity of the content area?

5) Are teaching strategies the domain of curriculum, educational philosophy, educational psychology or the content areas?

6) Are teaching strategies dependent upon or independent of curriculum?

7) If teaching strategies are dependent on curriculum, what are teaching strategies?

English and English Education

The domain of English is bounded. It has a unique content. That is, English is different from, for example, music or mathematics. Whatever else characterizes the domain of English, it is represented at least by language and literature. Among the vying orientations are the traditional, the structural, and the transformational-generative orientations to the study of language. The formal objective, the historical, and subjective orientations characterize the competing approaches to literary criticism. English

Education must be bounded by such formulations and no others.

Educational Psychology

Whatever else educational psychology is, it is at least concerned with developing, translating and testing proposals about human processes and capacities as they relate to "learning." What are similarities and differences between and among competing theoretical formulations in educational psychology?

Does a stimulus cause a response or does a stimulus prepare the organism for a response? Does this formulation account for any and every known orientation to "learning?" Are these positions mutually exclusive?

These questions must be addressed if there is to be collaboration among curriculum, social foundations, educational psychology and English Education. Further, it is concluded that formulations based on these questions may result in consistent and systematic program development.

A Case in Point

In an attempt to demonstrate the reasonableness and potential power of our proposal for collaboration in program development, an initial investigation was conducted. The purpose of this study was to describe the status of program

development in the comprehensive senior high schools in Philadelphia. The principal problem of this study was to derive implications for program development in English for secondary schooling and for English teacher Education.

It was hypothesized that without constraints, English Education has neither limits nor responsibilities. It was concluded that English program development in the comprehensive senior high schools in the School District of Philadelphia can be characterized as random, and not based in the formulations of English. It was, therefore, recommended that if and only if secondary English programs are based on curricular criteria can systematic program development occur. It was argued that curricular criteria must insist on and maintain formulations that reflect the field of English. Different criteria give credence to different programs. Either the curricular criteria intrude on or they facilitate formulations that characterize the field of English. If they intrude, they must be abandoned. If the curricular criteria facilitate a consistent explication of the content of English, they should be considered credible for selecting and ordering content.

It was argued that if English Educators are to have an impact on English teachers, then they must:

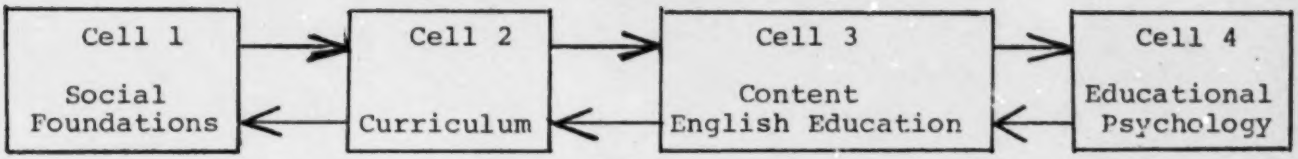
1) describe alternative theoretical formulations that characterize the field
2) describe areas of agreement and disagreement

3) prepare teachers of English to develop content proposals that characterize areas of agreement
4) verify or falsify the consistent translation of English content proposals.
5) distinguish between proposals that address the content of English and proposals that require collaboration.

Toward Collaboration

What might bring social foundations, curriculum, English Education and educational psychology into a forum for collaboration? We submit that A Proposal for Collaboration, as described here, could serve as the substantive basis for such a forum. It is argued that without constraints, program dvelopment has neither limits nor responsibilities. Any and every proposal for collaboration requires parameters that stem from a theoretical basis.

A Proposal for Collaboration




Legend

Cell 1: Cell 1 sets parameters for schooling: (1) develops a code of ethics for adequate functioning; (2) examines and justifies purpose(s). Cell 1 acts as a filtering mechanism between schooling and other societal functions.

Cell 2: Cell 2 develops and/or translates theoretical formulations that yield criteria for selecting and ordering content.

Cell 3: Cell 3 applies criterial formulations by developing propositional content that reflects disciplinary and/or interdisciplinary perspectives.

Cell 4: Cell 4 develops and/or translates theoretical formulations about human processes and capacities as they relate to learning. At the very least this cell must account for whether a stimulus causes a response or prepares the organism for a response. Answers to these questions may determine adequacy of teaching strategies.

Self-connecting: The cells are self-connecting. Each cell is separate but acts in such a way that the parts form interconnections.

self-correcting: These interconnections are capable of self-correction. They are subject to modification (change) from an inappropriate connection to an appropriate one. Self-correction enables the system to study the results of its past activity so that it may determine present and future modifications: try new plans, seek further information, or attempt new connections.

Organizational development and/or renewal can only make sense, and not be discriminatory, to the extent that program development is grounded on a consistent theoretical basis. There is a need for undertaking thorough investigation of all disciplinary areas in schooling. We emphasize that these investigations must find their basis in their distinctive source(s). Contamination must be avoided. For example, curricularists cannot assume the competencies of educational philosophers, English Educators or educational psychologists; conversely, English Educators cannot assume the competencies of curriculum specialists, educational philosophers or educational psychologists.

The scholarly parameters of one discipline as opposed to another must be addressed. Scholars must begin to describe and explain the core arguments that constrain the content areas that are appropriate to schooling. In addition, scholars must distinguish between "talented tinkers" and studied theoretician-practitioners. A self-organizing system seeks knowledge, and as such, is deprived of knowledge when the parameters of fields of study are violated. A self-organizing system by its very nature is infused with an evaluative ethic. That is, a self-organizing system, whatever its form, must use its own content to maintain, alter, or abolish itself.

We believe that new knowledge can replace old dichotomies if hypothesis-testing becomes the thrust of program development. Not dogma, but doubt and inquiry based on systematic study, must be a distinguishing feature of future program development.